



Evaluation Report

2021-2022



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First 5 Trinity County

Background

First 5 Trinity was formed following the passage of California Proposition 10 (Prop 10). The Prop 10 initiative added a 50-cent-per-pack tax on cigarette sales to fund programs promoting early childhood development for children ages zero through five and their families. First 5 Trinity operates on an annual budget of approximately \$325,000 made up of Small Population County Funding Augmentation funds (\$252,000) and Prop 56 and Prop 10 funds. As a small county, First 5 Trinity is highly dependent on the small county augmentation funds provided by First 5 California.

The First 5 Trinity County Children and Families Commission makes several investments in community programs to support the healthy development of young children and their families. It has a strategic plan to guide its efforts and conducts an annual evaluation to measure its impact.

Vision

Trinity County's children are born and raised in a safe, healthy, and nurturing environment so that they grow up healthy, prepared to learn, and eager to accept opportunities to reach their full potential.

Mission

First 5 Trinity County convenes, supports, and partners with others to strengthen families, communities, and systems of services and supports so that all Trinity County children are prepared for kindergarten and success in school and life.

Guiding Principles

- 1. Child and Family Focus:** *First 5 Trinity places the needs of prenatal children through age 5 at the center of what we do and the work we engage in; we do so in culturally effective ways.*
- 2. Outcomes Driven:** *First 5 Trinity creates positive results that are measurable and uses monitoring and evaluation as a tool for continuous quality improvement.*
- 3. Collaboration:** *First 5 Trinity facilitates and participates in partnerships across all disciplines, all county commissions, stakeholder groups, and traditional silos.*
- 4. Financial Stewardship:** *First 5 Trinity looks for opportunities to leverage funds and increase impact; invest in specific areas to create lasting systemic change; make narrow and deep investments to achieve the greatest impact.*

Commission Investments & Evaluation Framework

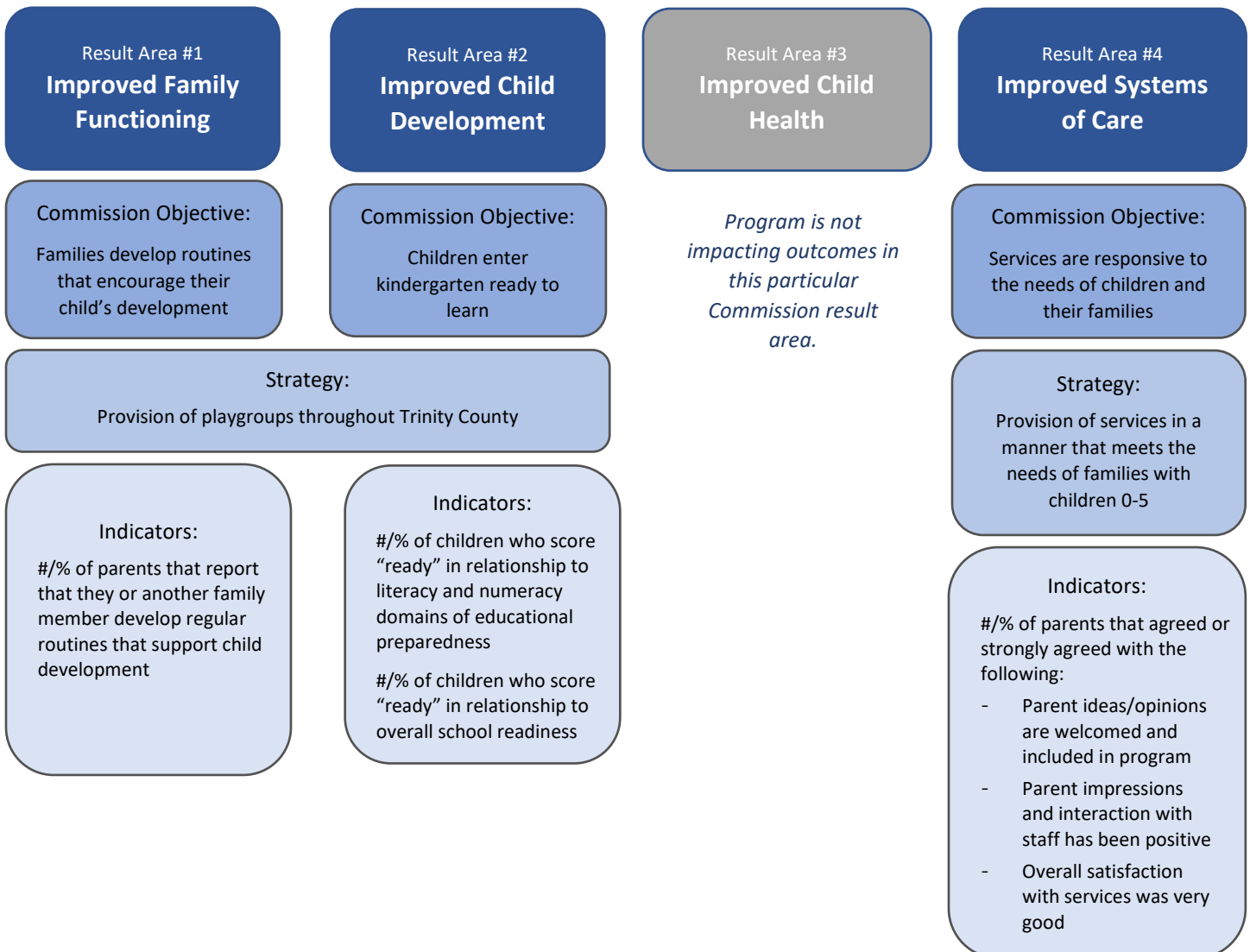
First 5 Trinity invests in community partners to realize its strategic plan. As a component of Prop 10 funding, First 5 Trinity is required to demonstrate results. The Results-Based Accountability model as adopted by the state First 5 Commission requires the collection and analysis of data and the reporting of findings to evaluate the effectiveness of programs.

All investments over \$5,000 are evaluated and, as such, these programs with their corresponding evaluation framework are described on the following pages.

TCOE School Readiness Program

The Trinity County Office of Education (TCOE) provides pre-K programs at various locations throughout the county. The pre-K school readiness program offers structured playgroups aimed at preparing children for the academic, social, and emotional rigors of kindergarten. The school readiness program also provides health-related supports to ensure that children are healthy upon kindergarten entry. Lastly, the program offers parenting and family literacy activities to support parents and caregivers as their child's first teacher.

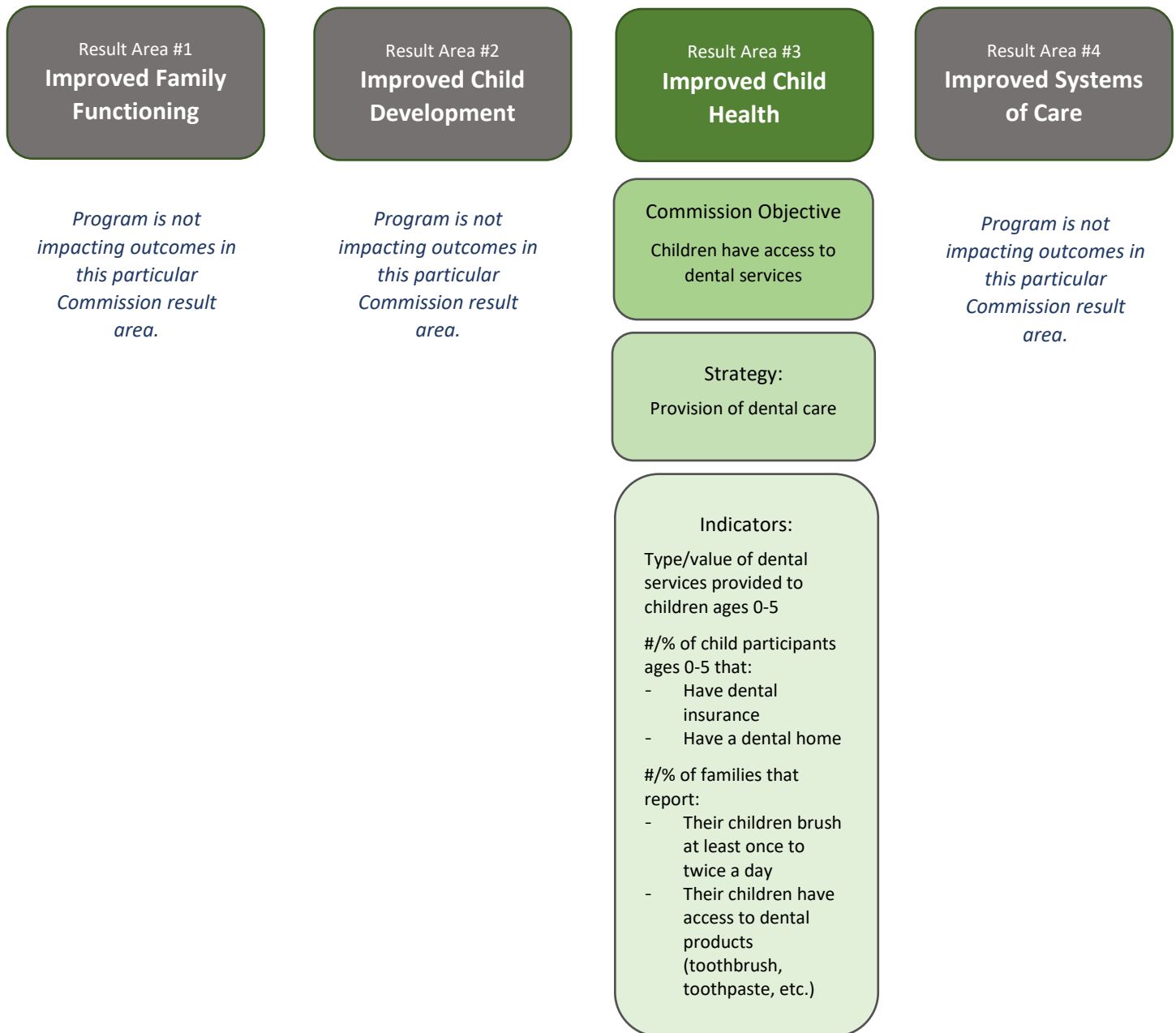
The graphic below demonstrates the evaluation framework for the TCOE School Readiness Program.



Trinity Smiles

Trinity Smiles is a program that provides mobile and school-based dental services, with a focus on providing care to underserved children in the county. The program fills a critical gap in dental care as there is only one Denti-Cal provider in the entire county. Services include oral evaluations, extractions, cleanings, oral hygiene instruction, x-rays, and fillings.

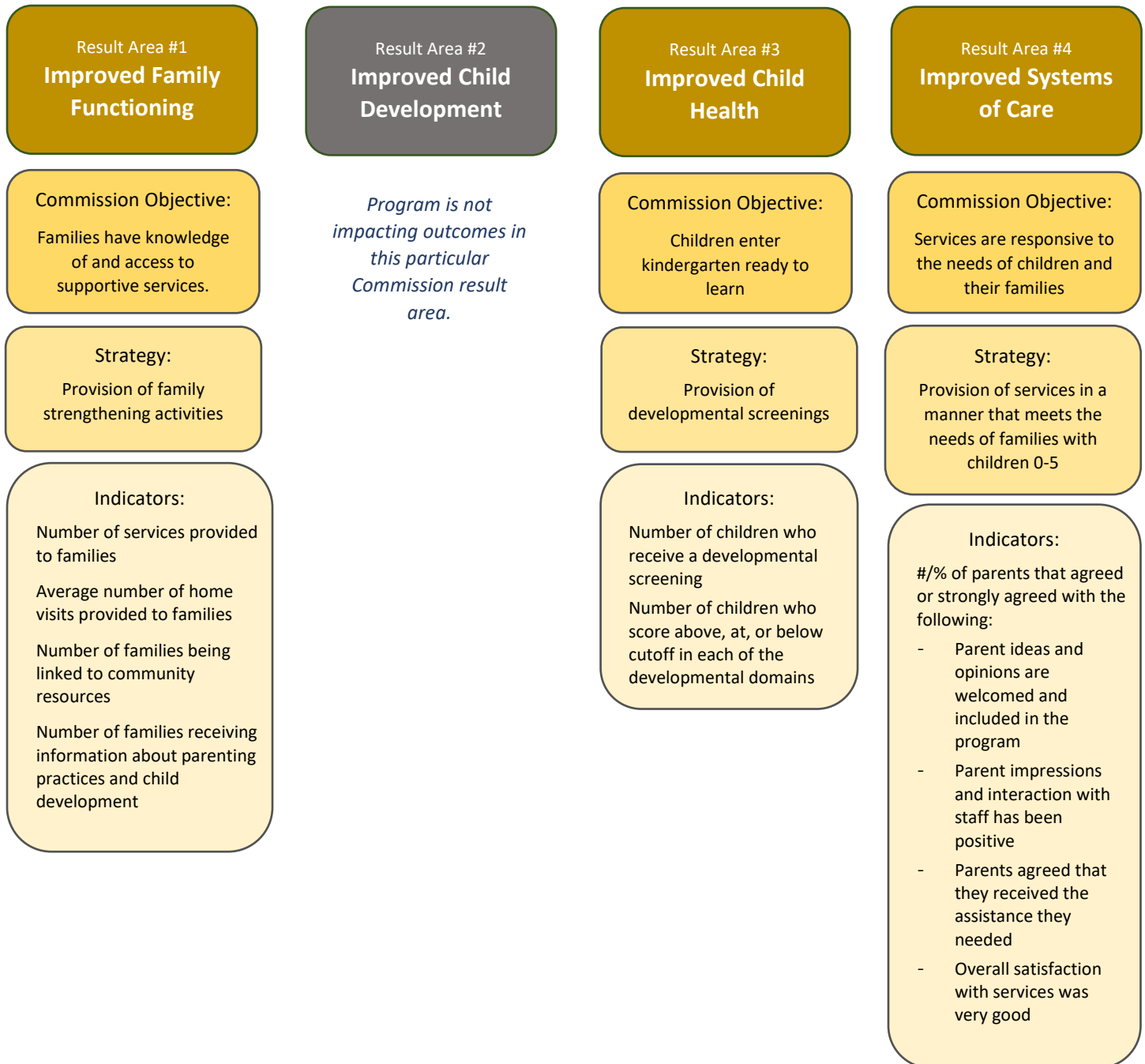
The graphic below demonstrates the evaluation framework for the Trinity Smiles Project.



Human Response Network Welcome Baby Program

The Welcome Baby Program, as operated by the Human Response Network, offers new parents a lifeline to support, information, and community resources needed to raise healthy and happy children. During home visits, a family advocate provides information about what to expect as a new parent, coaching about creating a safe home environment, and information about available community resources. In addition, a developmental screening is completed to identify whether the child is at risk for a developmental delay.

The graphic below demonstrates the evaluation framework for the Welcome Baby Program.



Methods and Considerations

Target Population

The 2021-22 evaluation focused on First 5 Trinity program participants, who are children under six and their parents or caregivers, who participated in services between July 1, 2021, and June 30, 2022.

Types of Data Collection

The following types of data were collected to evaluate First 5 Trinity efforts:

- **Administrative Data:** Three types of administrative data are collected and used for programmatic and evaluation purposes. First, demographic intake forms provide data on the number and demographics of children and parents receiving services from First 5 Trinity-funded programs. Second, to track the number and type of services provided to families, service data entry forms and attendance records are collected. Third, quarterly reports submitted by each funded program are used to help understand the issues impacting service delivery.
- **Intake and Follow-up Assessment Data:** Intake (at program entry) and follow-up (intervals based on program approach) assessment data track changes in child and family circumstances which include family habits that promote child development as well as access to dental care and dental products.
- **Kindergarten Readiness Snapshot:** The Kindergarten Readiness Snapshot (KRS) is a tool kindergarten teachers use to assess and store information about incoming kindergarten students' readiness levels. The "Snapshot" screens readiness in literacy, numeracy, and social-emotional/physical skills. Questions included in the Snapshot are based on questions from other validated or commonly used assessments (e.g., Desired Results Developmental Profile (DRDP), California Department of Education Preschool Learning Foundation's 60-month Goals).
- **Developmental Screenings:** The Welcome Baby program uses the Ages and Stages Questionnaire (ASQ). The ASQ is a general developmental screening tool that is administered in partnership with parents to assess children's age-specific development in the following domains: communication, gross motor, fine motor, problem-solving, and personal-social skills.



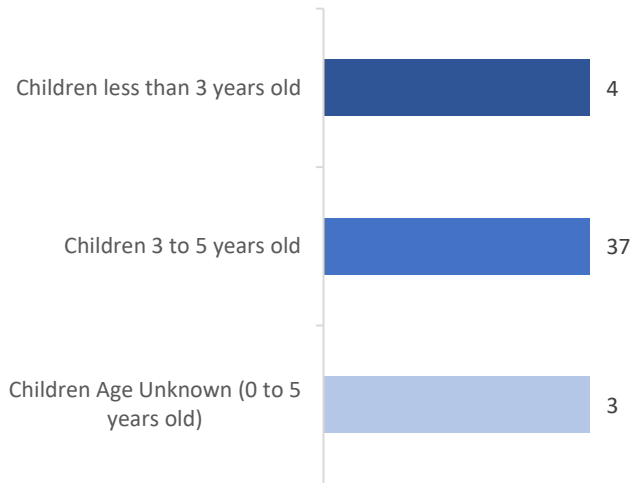
Results

Trinity County Office of Education School Readiness Program

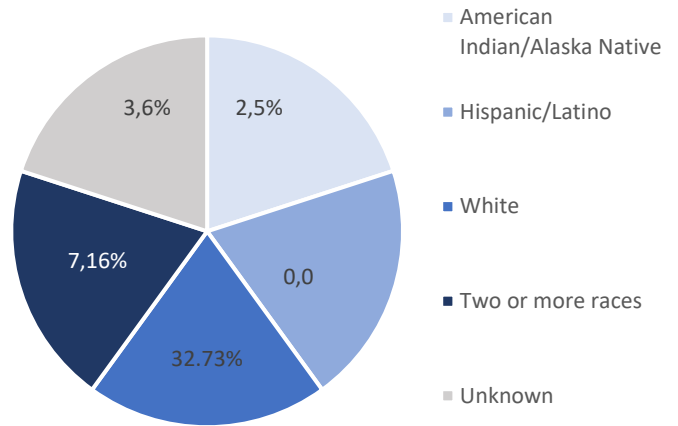
Who was Served?

School Readiness program participants included children 0 through 5. Between July 1, 2021, and June 30, 2022, the TCOE school readiness program served a total of 44 children, the profile of which can be found in the graphics below.

What was the Age of Children Served? N=44



What was the Profile of Children Served? N=44



The majority of children served were ages 3-5 (37 or 84% of all children served). Children less than 3 years of age made up a smaller percentage of the total number served (4 or 9%).

The majority of the children served were White (32 or 73%). For the children for which language data was available, 100% of them spoke English.

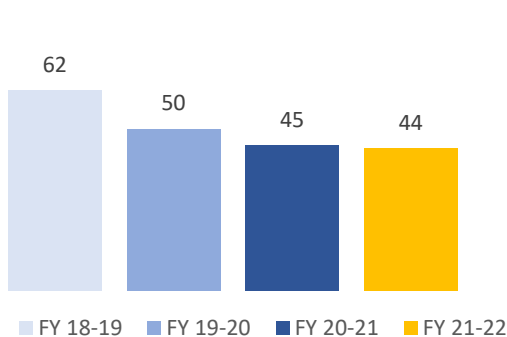
What Type of Services were Provided?

Playgroups offer young children the opportunity to build their social, emotional, and language skills through active engagement such as play, mealtimes, and story time with their peers.

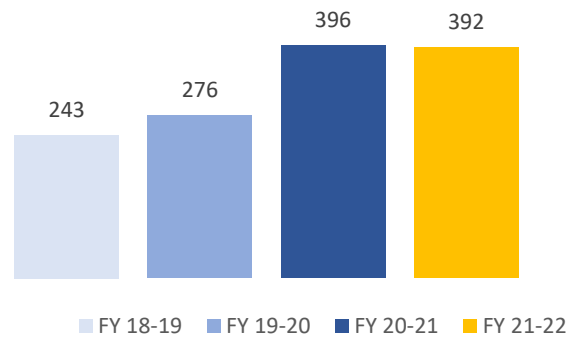
The following number of playgroup sessions were held between July 1, 2021 and June 30, 2022:



Number of Students Served Over Time



Number of Services Provided Over Time



Trinity County Office of Education School Readiness Program

Are families developing routines that support a child's development?

The TCOE School Readiness program collects parent surveys at the beginning and end of the school year to assess the extent to which families develop routines that support a child's development. **A total of 33 families participated in the parent survey at both program entry and conclusion.**

Family Habits Before and After Participating in Playgroups

Reading Routines: 50 percent of participating families that report reading to their child at least 5-6 days per week.



Before

48%

After

50%

Numeracy Activities: 57 percent of participating families that report practicing counting or activities that involve numbers at least 5-6 days per week.



Before

50%

After

57%

Learning through Play: 59 percent of participating families that report playing with their child at least 5-6 days per week.



Before

68%

After

59%

Physical & Motor Development: 68 percent of participating families that report taking their child outdoors to participate in physical activities at least 5-6 days per week.



Before

68%

After

68%

Regular Routines: 68 percent of participating families that report following a regular routine at least 5-6 days per week.



Before

66%

After

68%

TRINITY COUNTY OFFICE OF EDUCATION SCHOOL READINESS PROGRAM

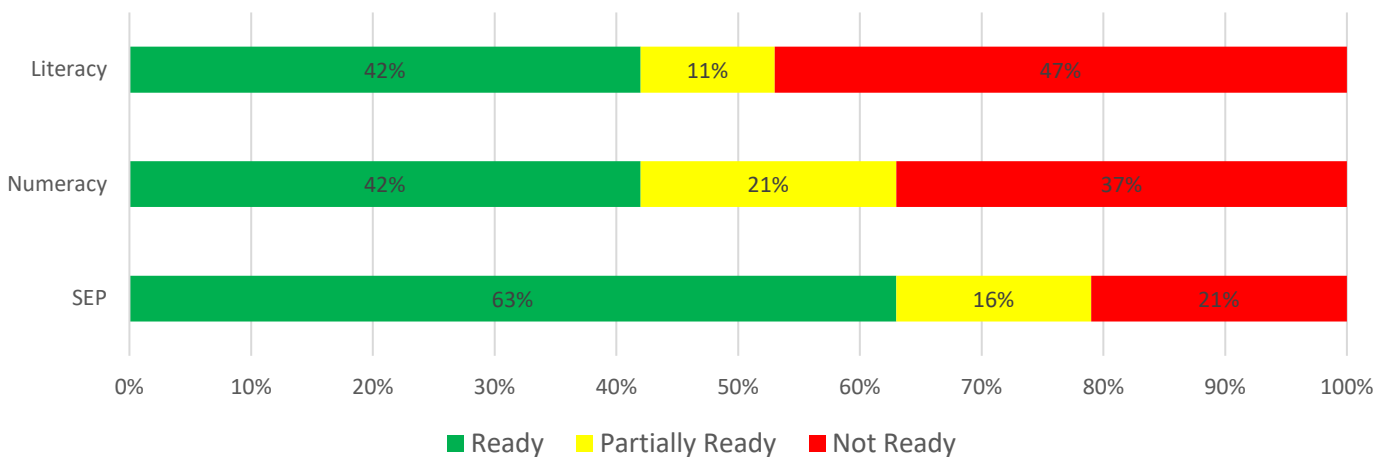
Are children entering kindergarten ready to learn?

Readiness at kindergarten entry is an important indicator for later success, being linked to third grade reading scores and beyond. To measure “readiness” at kindergarten entry, many different systems have instituted Kindergarten Readiness Assessments (KRA).

The School Readiness Program uses a KRA (called the Kindergarten Readiness Snapshot (KRS) to assess whether children who have participated in the school readiness playgroups are ready for kindergarten in relationship to 1) literacy, 2) numeracy and 3) social, emotional, and physical readiness (SEP). The data below reflects the kindergarten readiness of students that participated in the program who will be entering kindergarten in the 22-23 school year.

Kindergarten Readiness by Developmental Domain

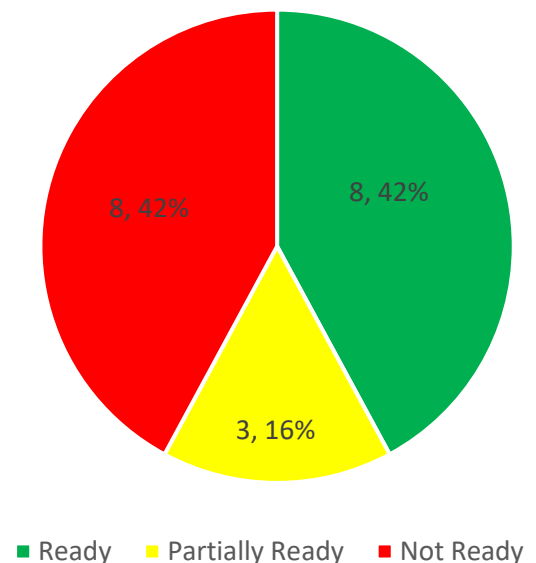
n=19



Overall Kindergarten Readiness

n=19

Overall, most children participating in the school readiness playgroups that will be entering school in the 22-23 school year were not ready for kindergarten entry.



The only domain in which a majority of children were assessed as “ready” was in the Social, Emotional and Physical domain. The majority of children were only partially ready or not ready in regard to the literacy and numeracy domains.

TRINITY COUNTY OFFICE OF EDUCATION SCHOOL READINESS PROGRAM

Program Satisfaction

n=29

The TCOE School Readiness program collects parent satisfaction data at program conclusion to assess the extent that the program provided services that were responsive to the needs of young children. A total of 29 families participated in the parent satisfaction survey, the results of which are below. Please note that not all families responded to all satisfaction questions and therefore the total number of responses varies by question.

	Agree or Strongly Agree	Neutral	Disagree or Strongly Disagree
Helped to prepare my child for kindergarten	97% (28)	-	3% (1)
Promoted my child's learning	97% (28)	-	3% (1)
Meets the individual needs of my child	94% (27)	3% (1)	3% (1)
My family's needs were met through this program	94% (27)	3% (1)	3% (1)
My child is happy in this program	97% (28)	-	3% (1)
My child is safe in this program	100% (29)	-	-
Health and safety procedures in my child's program	97% (28)	3% (1)	-
Good balance between play and directed learning activities	94% (27)	3% (1)	3% (1)
Equipment and materials in my child's program	97% (28)	3% (1)	-
Materials and activities are culturally diverse in my child's program	94% (27)	6% (2)	-
Daily routine and activities in my child's program	97% (28)	3% (1)	-
Environment of the classroom in my child's program	97% (28)	-	3% (1)
Nutrition offered in my child's program	97% (28)	3% (1)	-
Days and times that my child's playgroup occurs	86% (25)	10% (3)	4% (1)
Location of my child's playgroup	97% (28)	3% (1)	-
Number of adults that work with my child in the program	100% (29)	-	-
Good interaction between staff and the children in the program	97% (28)	-	3% (1)
Background/experience of staff at my child's program	90% (26)	10% (3)	-
How staff communicate with me at my child's program	97% (28)	-	3% (1)
Impressions and interactions with staff have been positive	97% (28)	3% (1)	-
Ideas and opinions are welcomed and included in the program	86% (25)	14% (4)	-
Sufficient opportunities for me to be involved in my child's program	90% (26)	10% (3)	-

Impressions and interactions with other parents in the program have been positive

100% (29)

-

-

Overall satisfaction with services was very good

97% (28)

-

3% (1)

Trinity Smiles

Trinity Smiles provides school-based dental services, with a focus on providing care to underserved children in the county. The program fills a critical gap in dental care as there is only one Denti-Cal provider in the entire county. Services include oral exams, hygiene education, cleanings, sealants, x-rays, and fillings.

Who was Served?

Program participants included children 0 through 5 as well as their family members. Between July 1, 2021, and June 30, 2022, the program served a total of:

285 children ages 3 through 5

(compared to 16 served in FY 2020-21 and 87 served in FY 2019-20)

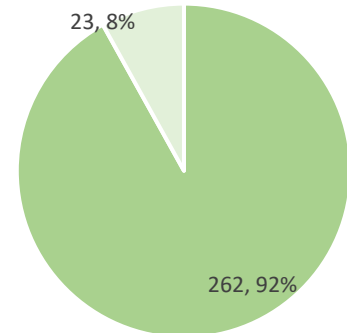
174 other family members

(compared to 85 served in FY 2020-21 and 263 served in FY 2019-20)

Of the data available, most children served 92% were White. 96% of the children spoke English as their primary language, while 23 children spoke Spanish (3) and 9 spoke Hmong and unknown languages.

What was the Profile of Children Served?

N=



■ White ■ Two or more races

What Type of Services Were Provided?

The following number of dental services were provided between July 1, 2021 and June 30, 2022:

321

Dental Services Provided

(Compared to 93 services in FY 2020-2021 and 384 services in FY 2019-20)

\$42,331

Value of Services Provided

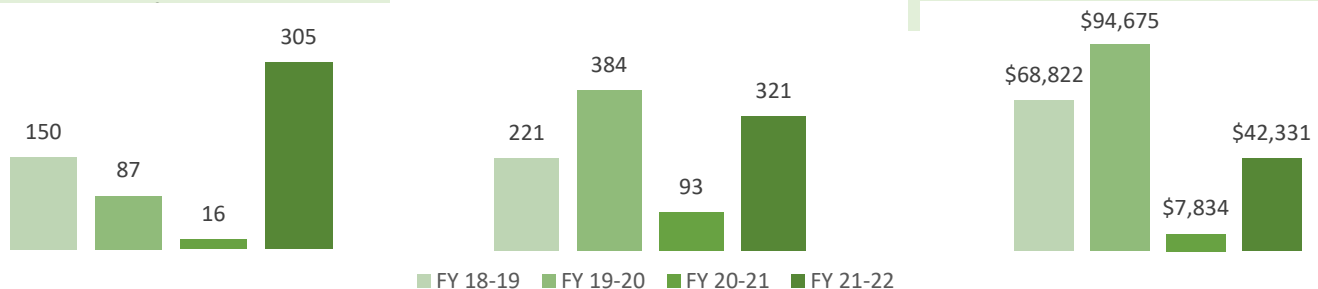
(Compared to \$7,834 in FY 2020-2021 and \$94,675 in FY 2019-20)

Are Children Receiving Preventive Dental Care?

Families complete an intake form which collects information about access to dental care and dental products as well as information about dental habits.

Dental Insurance	71%	<i>(216/305) of children served had dental insurance</i>
Dental Home	13%	<i>(39/305) of children served had a dental home</i>
Dental Habits	77%	<i>(235/305) of children served brush 1-2 times a day</i>
Dental Products	87%	<i>(266/305) of children served had access to dental supplies</i>

Historical Trends

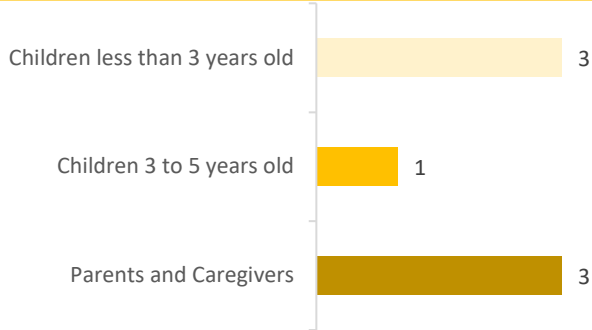


The number of students served, and services provided had steadily declined in the past three years, primarily due the pandemic and debilitatingly devastating wildfires, but things appear to have gained momentum and are getting back to the norm.

Human Response Network Welcome Baby Program

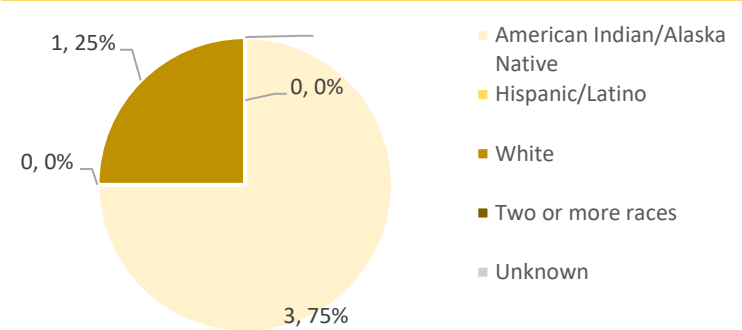
The Welcome Baby program participants included children 0 through 5 and their caregivers. Between July 1, 2021, and June 30, 2022, the HRN Welcome Baby program served a total of 3 families, the profile of which is found below.

Who was Served? N=7



The majority of children served were less than 3 years old (3, or 75%).

What was the Profile of Individuals Served? N=7



The majority of individuals served were American Indian (3, 75%). For the individuals for which language data was available all individuals spoke English.

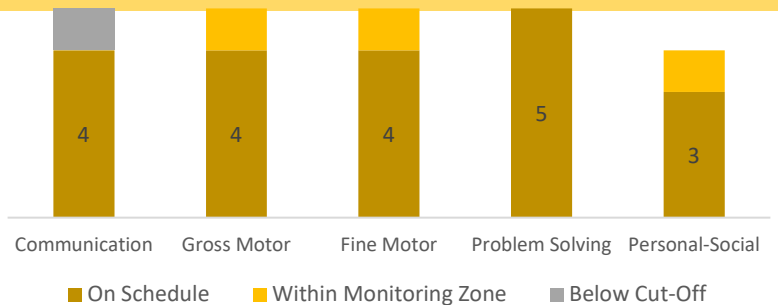
Do families have access to family support services and resources?

During home visits, a family advocate provides information about what to expect as a new parent, coaching about creating a safe home environment, and information about available community resources. **The following support services were provided during home visits:**

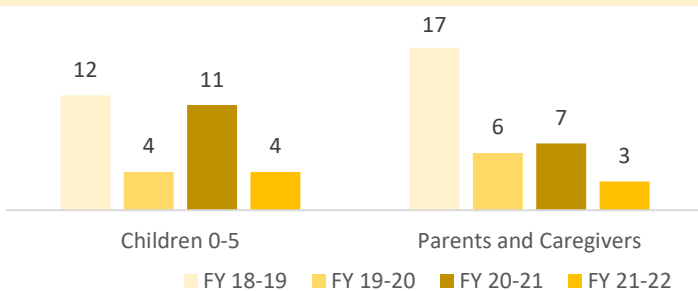


Are children receiving early screening for developmental delays and other special needs?

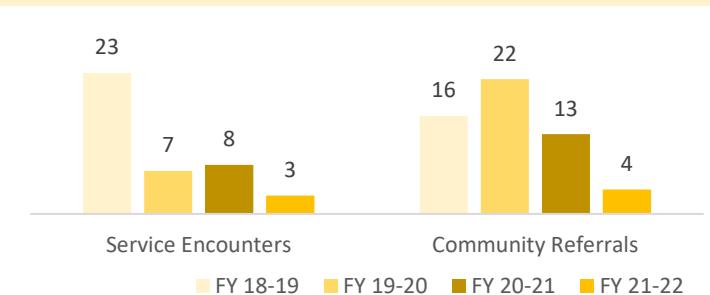
A total of 4 children were given 9 screenings for a developmental delay. As the chart to the right demonstrates, most children were not at risk for developmental delays.



Number of Individuals Served Over Time



Number of Services Over Time



The number of people served over time and the number of services has decreased over the last three years in comparison to FY 18-19. It is time to consider programmatic changes to address infant and family need.

Conclusions and Recommendations

The following conclusions and recommendations are being provided to help strengthen program services and the Commission's ability to support evaluation of efforts.

Conclusions

- Children are not adequately prepared for kindergarten entry. Evaluation results indicate that only 42% of participants in the TCOE school readiness program who were assessed for kindergarten readiness were deemed "ready" to enter kindergarten. This is flat with the results for incoming kindergartners in the 2020-2021 fiscal year. In analyzing readiness specific to each developmental domain, a modest 42% of participants were ready in relationship to both literacy and numeracy skills while 63% demonstrated readiness in social, emotional, and physical health.

Recommendations

- **Strengthen efforts to equip parents as their child's first teacher.** The behaviors and beliefs of a child's parents or caregivers influence a child's success. Parental interactions with children, including their stated and unstated expectations for their children's success and the way in which they converse with and teach their children, can support a child's development. Even a parent's responsiveness to a child's needs can support cognitive and emotional development. Two consecutive years' worth of data indicates that parents are not routinely reading to their children. This combined with the school readiness assessment results indicate that additional supports and resources, specifically in literacy and numeracy could benefit children and families.
- **Identify an alternative approach to providing supports to families with infants and toddlers.** First 5 has historically funded the Welcome Baby program in an effort to serve families with the youngest of children, however the program has had significant difficulty in reaching a substantial number of families. The Commission should identify additional supports that are needed by families and a program approach that the community is most responsive to.
- **Continue to provide technical assistance and support for data collection efforts.** Every year programs get better in providing a more complete dataset for evaluation purposes. Continuing to provide technical assistance and support for data collection efforts may best position the Commission to understand the full impact of services for families.